

## Teacher And Principal Training And Recruiting Fund, Grants To States, Title II, Part A

**Purpose.** The Improving Teacher Quality State Grants program increases student achievement by elevating teacher and principal quality through recruitment, hiring, and retention strategies. The programs uses scientifically based professional development interventions and holds districts and schools accountable for improvements in student academic performance. This program was created because research shows that teacher quality is correlated with student academic achievement (Sanders and Rivers, 1996). Because each community may face a variety of challenges with respect to teacher quality, this program allows funds to be used for a wide array of interventions.

### What's New--The No Child Left Behind Act:

#### **Increases Accountability for Student Performance**

- **Puts quality teachers in the classroom.** Each state education agency (SEA) must develop a plan to ensure that all teachers are “highly qualified” no later than the end of the 2005-06 school year. The plan must establish annual, measurable objectives for each local school district and school to ensure that they meet the “highly qualified” requirement. In general, a “highly qualified teacher” is a teacher with full certification, a bachelor’s degree, and demonstrated competence in subject knowledge and teaching skills. See Section 9101(23) of the ESEA for the complete definition of a highly qualified teacher.
- **Develops a district improvement plan.** If an SEA determines that a school district has failed to make progress in meeting annual objectives for two consecutive years, the district must develop an improvement plan to meet the objectives and the state must provide technical assistance to the district. If a school district fails to make progress toward the annual objectives and fails to make adequate yearly progress for three consecutive years, then the SEA must enter into an agreement with the district on the district’s use of Title II funds.

#### **Reduces Bureaucracy and Increases Flexibility**

- **Consolidates programs and expands eligible activities.** This new program combines the former Eisenhower Professional Development and the Class Size Reduction programs and greatly expands the number of activities allowed on the state and local levels. Therefore, each state and school district can tailor the interventions to target its unique challenges with respect to teacher quality.

#### **Focuses on What Works**

- **Employs scientifically based interventions.** All activities supported with Title II funds must be based on a review of scientifically based research that shows how such interventions are expected to improve student achievement. For example, if a state decides to fund interventions such as professional development in math, the state must be able to show how the particular activities are grounded in a review of activities that have been

### **What's New--The No Child Left Behind Act: (cont.)**

correlated with increases in student achievement.

#### **Empowers Parents**

- **Inform the public on teacher quality.** Every year, principals must attest to whether a school is in compliance with the “highly qualified” teacher requirement, and this information must be maintained at the school and district offices where it must be made available to the public upon request. In addition, each school district must report to the state annually on its progress in meeting the requirement that all teachers be “highly qualified” by the end of the 2005-06 school year. This information also must be included on the state report cards required under Title I.

**How It Works.** States must apply to the U.S. Department of Education for funding, and funds are allocated through a formula based on the school-age population and the number of children in poverty in each state. After reserving 1 percent for administration, states may use 2.5 percent of allotted funds for teacher quality activities. Ninety-five percent are distributed through subgrants to local districts using a formula that takes into account the school-age population and the number of children in poverty in each district. The remaining 2.5 percent of the funds are distributed on a competitive basis through subgrants to partnerships of high-need districts, schools of arts and sciences, and the school or department within institutions of higher education that prepares teachers.

States may undertake nearly 20 different kinds of state-level teacher quality activities including reforming teacher and principal certification and developing innovative teacher pay systems.

Subgrants to districts: School districts must submit an application to the state. Districts may undertake activities that fall into approximately 10 broad categories. These include professional development, recruitment initiatives, tenure reform, and merit pay.

Subgrants to partnerships: The SEA and the state agency for higher education must work together to determine the priorities and award competitive grants to eligible partnerships. Partnerships may use the funds to provide professional development for teachers, principals and paraprofessionals or to provide technical assistance to local districts in implementing high-quality professional development.

### **Key Requirements**

When implementing Title II, Part A, states must:

- Ensure that activities are aligned with state standards, and based on a review of scientifically based research and contribute to improvements in student academic achievement;
- Coordinate the program with other professional development programs;

- Develop professional development activities in a collaborative fashion and seek the input of teachers, principals, parents, administrators, paraprofessionals, and other school personnel;
- Use funds to meet the requirement that all teachers be “highly qualified” by the end of the 2005-06 school year, develop annual objectives for measuring progress toward this requirement; and
- Use funds to ensure that all current paraprofessionals with instructional duties in any program supported with Title I, Part A, funds (other than translators and parent-involvement liaisons) have, by January 2006, completed at least two years of study at an institution of higher education, obtained an associate’s (or higher) degree, or met a rigorous standard of quality and can demonstrate academic skills and knowledge.

### **How It Achieves Quality**

Activities must be based on a review of scientifically based research that shows how such interventions are expected to improve student achievement. This means that there must be reliable and valid research evidence that the program activities are effective in helping teachers to improve student academic achievement.

### **How Performance Is Measured**

States must use funds to ensure that all teachers are “highly qualified” by the end of the 2005-06 school year. Each year, beginning in the 2002-03 school year, the state must report on performance measures that indicate the percentage of teachers who are highly qualified and the percentage of teachers who are participating in high-quality professional development in order to become highly qualified. Each state may report on additional measures that the SEA determines to be important. Ultimately, the program’s performance will be gauged by changes in student achievement over time as shown through the other NCLB reporting requirements. These reporting requirements include measures such as increases in the percentage of students who are proficient in reading by the end of the third grade and increases in the percentage of students who graduate from high school.

**Key Activities For The State Education Agencies.** State education agencies (SEAs) must:

- Develop Title II state-level activities based on a review of scientific research that shows that such activities are associated with gains in student achievement.
- Develop a plan for coordinating Title II professional development with professional development funded through other federal, state, and local programs.
- Work with the state agency for higher education to identify priorities and criteria and to award subgrants on a competitive basis to eligible partnerships of school districts and institutions of higher education in order to carry out professional development and technical assistance activities.

- Review annual reports submitted by districts on the percentage of teachers who are “highly qualified” and the percentage of teachers who are participating in professional development to help them to become “highly qualified” so that they can improve student achievement. The SEA must submit a report to the secretary of education each year on the percentage of teachers across the state who are “highly qualified” and who participated in high-quality professional development during the past year.
- If an SEA determines, based on a review of reports submitted by districts, that a district has failed to make progress in meeting the annual measurable objectives (including the percentage of “highly qualified” teachers) for two consecutive years, the SEA must direct the school district to develop an improvement plan that will enable the agency to meet the annual objectives. During the development and implementation of the improvement plan, the SEA must provide technical assistance to the district and, if applicable, to schools within the district. If the district fails to make progress in meeting the annual objectives for three consecutive years and has failed to make adequate yearly progress as described under Title I, the SEA must enter into an agreement with the local district on the district’s use of Title II funds.

## **School Leadership, Title II, Part A, Subpart 5, Section 2151(B)**

**Purpose.** The School Leadership program is a new discretionary grant program that supports efforts to recruit, retain, and provide training and continuing professional development to principals and assistant principals to create a high-quality school leadership force. As schools are held accountable for increasingly higher academic standards, it is vital to have high-quality principals leading schools. A recent report by the Education Research Service cites studies that find that the one attribute of all high-performing schools is a dedicated and dynamic principal. However, it is anticipated that at least 40 percent of our nation's principals will leave the profession in the next 10 years. Those who do remain will be faced with highly complex responsibilities. The School Leadership Program will help fill the need for high-quality principals by supporting the recruitment and professional development of effective school leaders who guide their teachers and help their students achieve.

**How It Works.** This program funds competitive awards to high-need local school districts, consortia of high-need school districts, and partnerships of high-need districts, nonprofit organizations, and institutions of higher education.

### **Key Requirements**

Grantees must carry out activities to recruit, retain, and train principals and assistant principals, through such activities as: (1) providing financial incentives to aspiring new principals, (2) providing stipends to principals who mentor new principals, (3) providing professional development in instructional leadership and management, and (4) providing effective incentives for the recruitment and retention of individuals in other fields who want to become principals.

## **Advanced Certification Or Advanced Credentialing, Title II, Part A, Subpart 5, Section 2151(c)**

**Purpose.** This new, discretionary grant program funds activities that support teachers seeking advanced certification or credentialing. Funds go toward high-quality professional teacher enhancement programs that are designed to improve teaching and learning. These advanced certification and credentialing programs help identify teachers who are achieving high levels of instructional quality. These programs are also a tool to help teachers judge their own instructional performance against a set of high standards, and, thus, they encourage teachers to achieve high levels of performance. A recent study conducted by the National Board for Professional Teaching Standards, which offers advanced certification, sampled a small group of teachers from three cities who had gone through the National Board's certification process; in that sample, some teachers had earned National Board status and some had not. In comparisons between the teachers who became board-certified and those who did not, the board-certified teachers scored higher on dimensions of teaching quality, and in most cases, the differences in scores was statistically significant. National Board-certified teachers also had students who exhibited greater academic skills.

**How It Works.** This program provides discretionary grants to state education agencies (SEAs); local school districts; the National Board for Professional Teaching Standards, in partnership with a high-need district or an SEA; the National Council on Teacher Quality, in partnership with a high-need district or an SEA; or another recognized certification or credentialing organization, in partnership with a high-need district or an SEA.

### **How It Achieves Quality**

This program encourages advanced training of teachers and the connection between teacher standards and student achievement.

**Key Activities For The State Education Agencies.** State education agencies (SEAs) may apply for grant funds alone, or with a certification or credentialing organization.

**Early Childhood Educator Professional Development,  
Title II, Part A, Subpart 5, Section 2151(E)**

**Purpose.** This program aims to enhance the school readiness of young children, particularly those who are disadvantaged, and prevent them from encountering difficulties once they enter school. To achieve this, the program funds partnerships whose goal is to improve the knowledge and skills of early childhood educators who work in communities with high concentrations of children living in poverty. Research has shown that children who receive high-quality early childhood education do better in school and later life. In addition, one of the strongest predictors of a high-quality early childhood education program is the preparation and pay of teachers, as well as their responsiveness and sensitivity to the children in their care. Yet the reality is that pay and preparation for early childhood educators remain low: in 2000, the average teacher salary of child-care workers was \$15,430, and only in 20 states and the District of Columbia are teachers who work in public prekindergarten or preschool programs required to have a bachelor's degree and a teaching certificate in early childhood or elementary education.

**What's New--The No Child Left Behind Act:**

**Focuses On What Works**

- **Funds programs based on scientifically based research.** Partnerships must describe how the professional development activities that they provide are based on scientific research.
- **Supports professional development for early childhood educators in areas with disadvantaged children.** Partnerships may provide professional development to train early childhood educators to meet the diverse educational needs of children in the community, including children who are limited English proficient, children with disabilities, and children with other special needs.
- **Trains early childhood educators to provide developmentally appropriate school-readiness services.** Partnerships describe how they will train early childhood educators to provide developmentally appropriate school-readiness services—such as instruction in language, cognitive development, and early reading skills—based on the best available research on early childhood pedagogy, child development, and learning.

**Increases Accountability for Professional Development**

- **Meets achievement indicators.** Partnerships must report annually to the U.S. Department of Education on their progress toward meeting achievement indicators that the secretary has established. These indicators include the quality and accessibility of professional development, the impact of the professional development on early childhood educators, and other measures of program impact.

**How It Works.** This competitive discretionary grant program is newly authorized under the No Child Left Behind Act, although a somewhat similar grant program existed in 2001. The program will provide two-year grants to partnerships consisting of: (1) one or more institutions of higher education or another public or private entity that provides professional development for early childhood educators who work with children from low-income families in high-need communities; (2) one or more local or state public agencies, Head Start agencies, or private organizations; and (3) an entity that has demonstrated experience in providing training to educators in early childhood education programs in identifying and preventing behavior problems in children or working with children who are victims or suspected to be victims of abuse.

### **Key Requirements**

Each applicant must submit an application to the U.S. Department of Education that includes, among other things, a description of the high-need community to be served; information on the quality of the early childhood educator professional development program currently being conducted; the results of the needs assessment the partnership has conducted; the types of professional development activities, based on scientific research, that will be carried out; and how the project will be coordinated with and build on, early childhood education professional development activities in the community.

Partnerships that receive grants must carry out activities that will improve the knowledge and skills of early childhood educators who are working in programs in high-need communities that serve concentrations of children from low-income families. Those activities may include professional development in: (1) the application of recent research on child, language and literacy development and early childhood pedagogy; (2) working with parents; (3) working with children who have limited English proficiency, disabilities, and other special needs; and (4) identifying and preventing behavioral problems in children or working with children suspected to be victims of abuse. Other allowable activities include assisting and supporting educators during their first three years; using distance learning to support professional development; and selecting and using screening and diagnostic assessments to improve teaching and learning. The program also supports data collection, evaluation, and reporting on meeting the achievement indicators established by the secretary.

### **How It Achieves Quality**

The U.S. Department of Education has established achievement indicators for this program that are designed to measure the quality and accessibility of the professional development provided, its impact on early childhood education, and other measures of program impact.

### **How Quality Is Measured**

Every partnership must report annually to the Department on its progress toward achieving the goals specified by these indicators.



**Key Activities For The State Education Agencies.** State education agencies may apply as part of a partnership. All partnerships that receive grants must use the funds to improve the knowledge and skills of early childhood educators who are working in early childhood programs that are located in high-need communities and serve concentrations of children from low-income families. Partnerships may provide the allowable activities in the statute, and must report to the Department annually on their progress.

## Mathematics And Science Partnerships, Title II, Part B

**Purpose.** This new program is designed to improve students' academic achievement in mathematics and science. It provides competitive grants to partnerships for professional development, teacher recruitment, and curriculum redesign in mathematics and science. The program is a jointly funded initiative supported by the U.S. Department of Education and the National Science Foundation. Recent national and international studies highlight the need for greater attention to math and science education. Results from the National Assessment of Educational Progress (NAEP) 2000 in science showed no significant change in student performance in grades 4 and 8, and a decline in performance in grade 12 since 1996. In the NAEP 2000 math assessment, although there were overall gains in grades 4, 8, and 12 since 1990, 12<sup>th</sup>-graders' performance declined since 1996. The Mathematics and Science Partnership program supports the idea that high-quality teaching can make a difference in student achievement. This idea is also corroborated by the recent report of the National Commission on Mathematics and Science Teaching for the 21<sup>st</sup> Century, which said: "The most direct route to improving mathematics and science achievement for all students is better mathematics and science teaching,"

### What's New--The No Child Left Behind Act:

#### Focuses on What Works

- **Increases the subject matter knowledge and teaching skills of mathematics and science teachers.** Partnerships will bring together mathematics and science teachers with scientists, mathematicians, and engineers to expand teachers' subject matter knowledge of and research in science and mathematics.
- **Focuses on professional development of mathematics and science teachers as a career-long process.** Partnerships will provide opportunities for advanced and ongoing professional development activities that improve teachers' subject matter knowledge. Activities may include workshops or institutes that directly relate to the curriculum and subject area in which teachers provide instruction, that enhance the ability of teachers to understand and use challenging content standards, or that provide teachers with the opportunity to work with experienced teachers and university faculty.
- **Establishes systems for recruiting, training, and advising mathematics and science teachers.** Partnerships can use funds to recruit mathematics, engineering, and science majors to teaching through the use of signing and performance incentives, stipends to teachers for certification through alternative routes, and scholarships for teachers to pursue advanced course work.
- **Aligns mathematics and science curricula with state and local standards as well as postsecondary standards.** Curricula will be redesigned or developed to meet high standards.

## **What's New--The No Child Left Behind Act: (cont.)**

### **Increases Accountability for Student Performance**

- **Develops an accountability and evaluation plan with measurable objectives.** Partnerships will report annually to the U.S. Department of Education on their progress in increasing the number of mathematics and science teachers who participate in content-based professional development and improving student achievement in mathematics and science.

**How It Works.** The Mathematics and Science Partnerships program is a discretionary grant program that supports improved student achievement in mathematics and science through enhanced training for teachers and recruitment of high-quality math and science teachers. Grants are targeted to partnerships of high-need school districts and to science, mathematics, and engineering schools within universities, giving districts and universities joint responsibility for training and educating math and science teachers.

### **Key Requirements**

Each year that the program is funded for less than \$100 million, the U.S. Department of Education will award competitive grants directly to eligible partnerships, consisting of, at minimum, (1) a state education agency; (2) an engineering, mathematics or science department at an institution of higher education; and (3) a high-need local education agency. In years that the program receives more than \$100 million in funding, the U.S. Department of Education will allocate funds directly to states by formula so that they can award subgrants to eligible partnerships that must include an engineering, mathematics or science department at an institution of higher education; and a high-need local education agency. Grants are awarded for three years and grantees must:

- Institute reforms that are aligned with academic standards in mathematics and science.
- Engage in activities that are based on scientific research.
- Carry out reforms and create an accountability plan.
- Continue reforms after federal funding has ended.

### **How It Achieves Quality**

The Mathematics and Science Partnerships program emphasizes the use of high-quality and research-based practices. Partnerships are authorized to carry out activities that are based on scientifically based research and must conduct a comprehensive assessment of their teacher quality and professional development needs before receiving grant funds.

## **How Quality Is Measured**

The quality of the program will be measured by the progress that partnerships make in achieving the objectives in their evaluation and accountability plan.

**Key Activities For The State Education Agencies.** For any year that this program is funded for more than \$100 million, the U.S. Department of Education will make grants to state education agencies (SEAs) directly through a formula based on the state's share of children in families below the poverty line. In those years, the SEA will be responsible for conducting a competitive grants competition to award subgrants to partnerships. When the program is funded for more than \$100 million, SEAs must participate as members of funded partnerships.

## **Troops-To-Teachers, Title II, Part C, Subpart 1, Chapter A**

**Purpose.** The Troops-to-Teachers program encourages former military personnel to become classroom teachers. The program recruits eligible participants and provides them with referral and placement services as well as financial assistance for teaching in high-need schools. The purpose of this program is to help relieve teacher shortages, especially in high-need areas such as math, science and special education; provide positive role models for public school students; and assist former military personnel in making the transition to teaching as a second career. To date, more than 4,300 teachers have been hired through the program, in every state and in more than 2,000 school districts.

### **What's New--The No Child Left Behind Act:**

#### **Increases Accountability for Student Performance**

- Requires the secretary of education (along with the secretaries of defense and transportation, and the comptroller general of the United States) to submit to Congress no later than March 31, 2006, a report on the effectiveness of the program in the recruitment and retention of qualified personnel by local school districts and public charter schools. The report must include information about the number of participants, the schools in which they are employed, the grade levels and academic subjects they teach, and retention rates.

**How It Works.** Troops-to-Teachers provides support and financial services to former military personnel interested in becoming teachers. The program is administered by the Department of Defense through the Defense Activity for Non-Traditional Education Support (DANTES) under a memorandum of understanding with the U.S. Department of Education.

### **Key Requirements**

The program is funded through the U.S. Department of Education, which transfers the funds to the Department of Defense DANTES office. Troops-to-Teachers itself does not provide participants with preservice training to become certified teachers; rather, the program provides guidance on how to obtain certification, maintains a nationwide teacher referral system, has placement offices in 24 states, and provides participants with lists of district vacancies. Participants receive a stipend of up to \$5,000 to pay for certification costs or a bonus of \$10,000 if they teach full-time in a high-need school as an elementary, secondary, vocational or technical teacher for at least three years.

### **How It Achieves Quality**

According to a Troops-to-Teachers survey conducted in 1998, the program has successfully recruited significant numbers of men and minorities to teaching. For example, 90 percent of Troops-to-Teachers participants are male and 29 percent are minorities, compared to 26 percent and 13 percent, respectively, on a national level. Troops-to-Teachers participants are also more likely than teachers on a national level to teach in shortage subject areas, such as mathematics, science and special education, and to teach or be willing to teach in inner cities and rural areas.

### **How Quality Is Measured**

The quality of the program will be measured by its progress in recruiting and retaining qualified personnel. This progress will be reported to Congress by March 31, 2006.

**Key Activities For The State Education Agencies.** State education agencies may participate in the following activities:

- Operate Troops-to-Teachers recruitment offices.
- Identify and coordinate activities with high-need school districts.
- Implement Innovative Preretirement Teacher Certification Program grants during years in which this program is implemented.

## **Transition To Teaching, Title II, Part C, Subpart 1, Chapter B**

**Purpose.** The Transition to Teaching program is a new competitive grant program that recruits and retains highly qualified mid-career professionals and recent college graduates as teachers in high-need schools. The program also supports the development and expansion of alternative routes to initial teacher certification. Transition to Teaching will help bring individuals into teaching who have strong content expertise but lack a teaching credential, and it will help school districts fill shortage areas. Participants in the program will receive special assistance, guidance, and support to encourage them to make teaching a long-term career.

### **What's New--The No Child Left Behind Act:**

#### **Focuses on What Works**

- **Recruits quality individuals into the classroom.** Grantees may provide scholarships, stipends, and other financial incentives that are linked to participation in activities that have proven to be effective in retaining teachers in high-need schools, at a maximum of \$5,000 per participant.
- **Provides induction support and other activities** that have been proven to be effective in recruiting and retaining teachers, such as teacher mentoring, internships, and high-quality preservice course work and sustained in-service professional development.
- **Requires each grantee to use funds** only for programs that have proven to be effective in recruiting and retaining teachers.

#### **Improves the Academic Performance of Disadvantaged Students**

- **Sets a priority for applications from high-need local education agencies (LEAs).** A “high-need LEA” is defined as one: that serves 10,000 or more children from families with incomes below the poverty line or for which more than 20 percent of children are from families with incomes below the poverty line. A high-need LEA also may be one for which there is a high percentage of teachers teaching out of subject or grade level or for which there is a high percentage of teachers with emergency, provisional, or temporary certification.
- **Places teachers in fields in which they are qualified to teach and in high-need schools.** Grantees may carry out placement and ongoing activities to ensure that teachers are teaching in-field and are placed in high-need schools.

**How It Works.** This program provides competitive five-year grants to recruit and retain highly qualified individuals into the teaching profession. The projects funded through this program specifically target mid-career professionals, or recent college graduates who, if they wish to teach in a secondary school, have an academic degree in the subject they want to teach.

Eligible applicants include: (1) an SEA; (2) a high-need school district; (3) a for-profit or nonprofit group that has been effective at recruiting and retaining high-quality teachers, in partnership with an SEA or a high-need district; (4) an institution of higher education, in partnership with an SEA or high-need district; (5) a consortium of SEAs; or (6) a consortium of high-need districts.

### **Key Requirements**

Projects that receive grants must use their program funds for at least two or more of the following activities: (1) scholarships, stipends, bonuses, and other financial incentives (for an amount limited to \$5,000 per person) that are linked to participation in activities that have proven effective in retaining teachers in high-need schools; (2) placement activities; (3) pre-and post-placement induction and support services; (4) payments to cover the costs of providing financial incentives to individuals or the costs of accepting teachers recruited; (5) collaborating with institutions of higher education in developing and implementing teacher recruitment and retention programs; (6) carrying out programs that have proven to be effective in recruitment and retention; and (7) developing long-term recruitment and retention strategies. However, all projects must include activities that lead to hiring of eligible participants as teachers in high-need schools, and provide these individuals the follow-up support they need to succeed in their new careers.

### **How It Achieves Quality**

Every project funded through the Transition to Teaching program must conduct an interim and a final evaluation of how well they have met their goals. Projects that have not made substantial progress in meeting the goals and objectives of their grant by the end of the third year of the grant period will lose funding for the fourth and fifth years of funding.

### **How Quality Is Measured**

The quality of the Transition to Teaching program will be measured by the extent to which funded projects achieve their recruitment and retention goals as outlined in their grant applications. These goals include increasing the number of highly qualified teachers in high-need schools and high-need subjects; collaborating with other organizations to recruit, train, place, and support new teachers; developing a teacher corps or other program to recruit and retain individuals; and developing or enhancing state alternative routes to teacher certification or licensure.

**Key Activities For The State Education Agencies.** State education agencies are eligible to receive grants under this program, either individually or in consortia



## **National Writing Project, Title II, Part C, Subpart 2**

**Purpose.** The National Writing Project is a nonprofit educational organization that supports programs to train classroom teachers to teach writing effectively to their students. This program supports the expansion and continued activities of the National Writing Project and the dissemination of effective professional development practices.

**How It Works.** This is a noncompetitive grant award to the National Writing Project, which is an educational organization that contracts with institutions of higher education and other nonprofit organizations to provide professional development activities to teachers, educating them in how to effectively teach writing to students. The professional development activities that are supported through the National Writing Project train teachers in all disciplines from kindergarten to college, and are conducted during the school year and summer months. The National Writing Project sites also maintain a network of teachers who provide professional development training in writing for their colleagues.

### **Key Requirements**

The National Writing Project must enter into contracts with institutions of higher education and nonprofit education providers that will establish and operate programs that train teachers to teach writing effectively. The program also must establish a national advisory board to advise it on issues related to student writing and teaching writing. In addition, the program must establish a National Review Board to review and recommend applications for assistance.

### **How It Achieves Quality**

The National Writing Project must ensure high quality within the local sites that are funded through ongoing review, evaluation, and technical assistance. The program also supports and promotes local sites' dissemination of effective practices and researchers' findings on teaching writing.

### **How Quality Is Measured**

Quality will be measured through an independent evaluation of the teacher training programs funded through the National Writing Project. The evaluation will be conducted by the secretary of education.

### **Civic Education, Title II, Part C, Subpart 3**

**Purpose.** The Civic Education program is designed to improve the quality of civics and government education, foster civic competence and responsibility, and improve the quality of civic and economic education through cooperative education exchange programs with emerging democracies. According to the 1998 National Assessment of Educational Progress in civics, almost one-third of U.S. students scored below basic in civics achievement, and only about one-quarter score at or above the proficient level.

**How It Works.** This program funds (1) a noncompetitive grant to the Center for Civic Education to carry out civic education activities, (2) a noncompetitive grant to the National Council on Economic Education to carry out economic education activities, and (3) grants or contracts to other organizations to carry out international civic education activities.

#### **Key Requirements**

The Center for Civic Education uses funds to continue and expand its “We the People...The Citizen and the Constitution” program. Funds are also used to carry out activities that enhance students’ attainment of challenging academic content standards in civics, and activities that provide materials on the basic principles of the U.S. Constitution and the democratic system.

In addition, the Center for Civic Education, the National Council on Economic Education, and other organizations awarded grants will use funds to carry out cooperative education exchange programs for educational and political leaders from the countries identified in the statute. The Center for Civic Education and other eligible organizations can use funds to carry out civic education programs, while the National Council on Economic Education can use funds to carry out economic education programs.

#### **How it Achieves Quality**

These programs support challenging academic standards for students, provide advanced, sustained and ongoing training of teachers, and provide support for research and evaluation.

## **Teaching Of Traditional American History, Title II, Part C, Subpart 4**

**Purpose.** The Teaching American History program supports student achievement by improving teachers' knowledge, understanding, and appreciation of American history. According to the most recent statistics from the National Assessment of Educational Progress (NAEP) in U.S. history, only 17 percent of fourth-graders, 14 percent of eighth-graders, and 11 percent of 12<sup>th</sup> graders scored *proficient* on the assessment; further, more than half of 12<sup>th</sup> graders did not reach the *basic* level. The Teaching American History program helps increase students' knowledge of history by providing funds to school districts to design, implement and demonstrate effective, research-based professional development programs. The program is predicated on the idea that students who know and appreciate American history will be well-prepared to understand and exercise their civic rights and responsibilities.

**How It Works.** This is a direct federal-to-local discretionary grant program that funds districts, in partnership with institutions with extensive content expertise in American history, to implement high-quality programs that enhance teachers' knowledge, understanding and appreciation of American history. Partnerships should develop and carry out programs that promote the teaching of American history as an academic subject separate from social studies.

### **Key Requirements**

To be eligible, districts must partner with one or more of the following groups: an institution of higher education, a nonprofit history or humanities organization, a library, or a museum. At least one group must have content expertise in American history. Funds should be used to: (1) carry out activities that promote the teaching of American history as an academic subject separate from social studies, and (2) develop, implement and strengthen programs that improve the quality of instruction and the quality of professional development and teacher education activities with respect to American history.

### **How It Achieves Quality**

Districts, working in partnership with groups that have content expertise in history, provide teachers with intensive content training in American history, as well as effective teaching strategies. Through these training activities, teachers gain a stronger understanding of the significant issues, episodes, individuals, and turning points in the history of the United States.

### **How Quality Is Measured**

Grantees must submit annual evaluations to the U.S. Department of Education that demonstrate how their project improves the quality of instruction in American history.

## **Teacher Liability Protection, Title II, Part C, Subpart 5**

**Purpose.** The Paul D. Coverdell Teacher Protection Act of 2001 limits the financial liability of teachers, principals, and other school professionals for harm they may cause when acting on behalf of the school in disciplining students or maintaining classroom order. A recent survey of school principals found that 65 percent of respondents had modified or, in some cases, eliminated certain school activities due to liability concerns, and a survey of teachers found that liability was among respondents' top three concerns. The new provision will encourage school staff to maintain school discipline and order by removing the fear of being sued for their actions.

**How It Works.** This provision protects educators from liability for harm they may cause while disciplining students, and limits the awarding of punitive damages against them, as long as they are acting within the scope of their employment and in accordance with applicable federal, state, and local laws, including civil rights laws. There are a number of exceptions, including violent crimes, sexual offenses, and actions committed under the influence of drugs or alcohol. The law also states that this provision has no effect on any state or local laws, rules, regulations, or policies about the use of corporal punishment. The provision applies to teachers, principals, administrators, school board members, educational professionals working in a school, any school employee whose job is to maintain discipline and ensure safety, and any school employee who is acting in an emergency to maintain discipline and ensure safety.

**Enhancing Education Through Technology Title II, Part D,  
Subparts 1 And 2 (Educational Technology State Grants Program And National  
Technology Activities)**

**Purpose.** Technology can be used to enhance curricula and engage students in learning. In addition, the job market increasingly demands technology skills for new workers. Research has indicated that a digital divide in terms of technology access and use exists between students in high-poverty schools and students in other schools. For example, according to the National Center for Education Statistics, in 2000, while the overall ratio of students-to-instructional computers with Internet access was 7- to-1, in high-poverty schools the ratio was 9- to-1 compared to 6-to-1 in low-poverty schools,. Similarly, in 2000, 60 percent of classrooms in high-poverty schools were connected to the Internet compared to 82 percent of classrooms in other schools. Even as technology becomes more ubiquitous in classrooms, teachers' preparation to use technology for teaching lags behind access to technology. In 2000, only 27 percent of teachers reported that they were fully prepared to integrate technology in their instruction. Seventy-seven percent of subgrantees of the Technology Literacy Challenge Fund--the predecessor program to the Educational Technology State Grants Program, which also targeted high-poverty districts--reported that professional development was a primary use of program funds in 2000.

The principal goal of the Educational Technology State Grants Program is to improve student academic achievement through the use of technology in elementary and secondary schools. It is also designed to assist every student in becoming technologically literate by the end of eighth grade and to encourage the effective integration of technology resources and systems with teacher training and professional development to establish research-based instructional models. The program targets funds primarily to school districts that serve concentrations of poor students.

**What's New--The No Child Left Behind Act:**

**Focuses on What Works**

- **Emphasizes implementation of proven strategies** by requiring participating districts to base the strategies they use for integrating technology into curricula and instruction on reviews of relevant research.
- **Supports high-quality professional development activities by requiring that** at least 25 percent of funds received by districts be used for high-quality professional development in the integration of technology into instruction.
- **Mandates a national study** to examine the conditions under which technology is effective in increasing student achievement and the ability of teachers to teach.

## **What's New--The No Child Left Behind Act: (cont.)**

### **Reduces Bureaucracy and Increases Flexibility**

- **Provides more flexibility in state uses of funds** by allowing support for activities such as interstate distance learning partnerships, performance-management systems, and public-private partnerships.

### **Increases Accountability for Student Performance**

- **Setting of goals for using technology** to improve student achievement that are aligned with challenging state academic standards is required of state education agencies (SEAs) and school districts.

### **Improves the Academic Performance of Disadvantaged Students**

- **Targets competitive subgrants to high-need districts** that (1) are high-poverty and (2) serve at least one low-performing school or have a substantial need for assistance in acquiring and using technology.

**How It Works.** The Educational Technology State Grants Program awards formula grants to states. States may use up to 5 percent of their Educational Technology State Grants Program funds for state-level activities. States must distribute half of the remaining funds by formula to school districts based on each district's share of funds under Part A of Title I and the other half to high-need districts or partnerships including high-need districts on a competitive basis. Under the Educational Technology State Grants Program, high-need districts are those that (1) are high-poverty and (2) serve at least one low-performing school or have a substantial need for technology.

The program supports improved student academic achievement through the use of technology in schools by supporting high-quality professional development; increased access to technology and the Internet; the integration of technology into curricula; and the use of technology for promoting parental involvement and managing data for informed decision-making. Districts are required to spend 25 percent of the funds they receive on professional development, though a state may exempt a district that demonstrates already provides high-quality professional development in the integration of technology. In addition, the program will support national activities for disseminating information regarding best practices and providing technical assistance to states and districts and a rigorous, long-term study of the conditions and practices under which educational technology improves teaching and learning.

## **Key Requirements**

SEAs must have state technology plans that include state goals for the use of technology and the strategies the state will use to prepare teachers to use technology. States also must provide technical assistance in developing applications to high-poverty districts and use accountability

measures to evaluate the effectiveness of the Educational Technology State Grants Program. States as well as districts may use program funds to develop performance-measurement systems for tracking their progress. Districts also must have local long-range strategic educational technology plans to be eligible for formula or competitive grant funding.

### **How It Achieves Quality**

The program emphasizes using both proven and innovative strategies for the use of technology. Specifically, the Educational Technology State Grants Program focuses on using technology to support improved curricula, instruction and, ultimately, student achievement by making available the resources necessary for integrating technology into the instructional program. This includes funds for Internet connections and services, professional development for teachers, and technology applications. Districts may participate in the Educational Technology State Grants Program by forming partnerships or consortia with other organizations, other districts, universities, and public-private initiatives that have been effectively using technology or have expertise in applying educational technology in instruction.

### **How Performance Is Measured**

Participating SEAs and school districts must develop accountability measures for assessing how effective the Educational Technology State Grants Program is in supporting the integration of technology into curricula and instruction, increasing the ability of teachers to teach with technology, and enabling students to meet challenging state standards. In addition, the Department will conduct an independent study to identify the conditions under which technology increases student achievement and teachers' ability to teach with technology improves.

**Key Activities For The State Education Agencies.** States are responsible for implementing their state technology plans, including tracking progress according to the goals and accountability measures in their plans.

Districts applying for the Educational Technology State Grants Program must describe how they will use Educational Technology State Grants Program funds, including how they will promote the implementation of technology to improve student academic achievement and teacher effectiveness. States must provide technical assistance to high-poverty districts that demonstrate need for assistance in developing applications.

### **Ready-To-Learn Television, Title II, Part D, Subpart 3**

**Purpose:** Gaps in educational performance often start early. Students from disadvantaged backgrounds frequently start elementary school less prepared than their schoolmates from more advantaged backgrounds. High-quality preschool and related activities can play an important role in eliminating this gap. Educational television has proved an important tool in strengthening the preschool skills of young children. By providing high-quality instructional content for young children, the gap in early learning can be reduced.

The Ready-to-Learn Television program develops and disseminates educational programming for preschool and early elementary school children and their families. The program supports distribution of programming and printed materials to increase school readiness for young children in limited English proficient households and to increase family literacy. Accompanying support materials and services promote the effective use of educational television programming.

**How It Works.** Eligible entities apply to the U.S. Department of Education, and funds are allocated by grant, contract, or cooperative agreement with a public telecommunications entity that is able to demonstrate: (1) a capacity to develop and nationally distribute educational and instructional television programming of high quality that is accessible by a large majority of disadvantaged preschool and elementary school children; (2) a capacity to contract with producers of children's television programming for the purpose of developing educational television programming of high quality; (3) a capacity to negotiate contracts so that an appropriate share of any ancillary income from sales of program-related products are returned to the entity; and (4) a capacity to localize programming and materials to meet specific state and local needs and to provide local educational outreach.

### **Key Requirements**

To increase effective use, programming must be made widely available with appropriate support materials to young children, parents, child-care workers, Head Start providers, Even Start providers, and providers of family literacy services. Grantees shall consult with the federal departments of Education and Health and Human Services to maximize utilization of the program and to coordinate with federal programs that have major training components for early childhood development.

### **How Performance Is Measured**

An annual report to the secretary of education must include a description of program activities, including programming and support materials that have been developed, programming distribution, and initiatives to develop public and private partnerships. In addition, multiyear experimental evaluations of the programming's effectiveness to help enhance children's readiness for school are under way.



**Key Activities For The State Education Agencies.** None.